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ABSTRACT

Possibilities for change and innovations due to technological and intellectual advancement are viewed as they might occur in the seventies. (1) Information storage by microphotography and computer will make possible greater collections in extremely small physical spaces. (2) Biological and biochemical advances will bring greater understanding of human physical processes which in turn will make possible greater learning. (3) Revised concepts of readiness will result in better use of children's abilities. (4) Methodology will be studied in relation to technology, and advancements in one will bring improvement in the other. It was concluded that one thing seems certain--reading will serve a definite and important function in the society of the seventies. It was further felt that there will continue to be practical and pleasurable needs for the development of reading skills and that reading teachers will have an increased obligation to meet these needs. A bibliography is included. (MS)

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READING FOR THE SEVENTIES: AN INTERNATIONAL CHALLENGE

The decade of the Seventies will be a period of unpredented change and challenge. Change has been greater in the last ten years than in 1000 years of the past. Many generations of change have been compressed into the span of ten years; so brief a period that it is scarcely a second on the clock face of history: So great is the acceleration of change that we can see no point of diminuation in the future. And this change is as expansive as it is rapid. It affects all of us in the world, every country-side, hamlet, town, city, province and nation is affected. Change is something we share in our entire world community.

The 70's roared in with an accelerated whirl of technological change which has potentialities of drastically modifying the whole world in which

RE 003 220

our present-day children will be living, it may even modify worlds beyond our own.

By the year 1980 man probably will be exploring several of the planets, and perhaps using the moon as a laboratory for further flights.

Helicopters will leap across the Atlantic, and they tell us we may have tube trains traveling through tubes at 350 miles per hour, later at supersonic speeds, and that we may have buses and houses that fly.

Automobiles may be streamlined, self-driving over vast freeways at a uniform speed set by law to ensure safe spacing. Meantime the driver may play cards with his seat-mate or eat a lunch taken from a refrigerated compartment in his dashboard.

Storage of information will undergo phenominal change. Even now the National Cash Register Company of U.S.A., has perfected the art of microphotography to a point in which it is able to store on a single 4 x 6 inch film the entire contents of the Encyclopedia Britannica. I recently saw a little film 1 x 2 inches in size on which the entire St. James version of the Bible had been photographed. The storage of information in the future may be quite different from the large sets of encyclopedic volumes of the present, but reading will still be needed.

The computer will increase in numbers and in varied and fantastic types of almost human services that it will perform. The growth of the computer industry has been phenominal. In 1955, 244 were in use: in 1970, 53,500 are in use: in 1975 100,000 will be needed.

It is said there will soon be a thing called "modern". A "modern" is one computer that talks to another computer over the telephone. We wish them luck in dialing the long series of numbers that computers use.

Scientists are working on models that will, it is predicted, develop their own intuition, design their own descendants, make their own decisions.

Teaching and learning in the home will take on new directions. Some are predicting that the school as such may eventually disappear, leaving the home as the basic learning unit.

Goodlad (10) for example, says: "It is quite conceivable that each community will have a learning center, and that homes will contain electronic consoles connected to it. This learning center will provide not only a computer-controlled video tape, microfiche, and record library, but also access to state and national educational television networks. It is even possible that advanced technology will return the family to center stage as the basic learning unit." This may not happen by 1980 but Goodlad and several others think it may happen sometime in the future. There are even some evidences of its existence at present which I shall mention later.

And so we are going to have changes innumerable, startling changes in the 70's and reading will be no exception in this decade of changeability.

We are living in a global society now. These changes will affect all of us, and they will affect reading too. Reading is so intrically interwoven with the woof and warp of the society in which it exists, that it becomes a part of the living fabric of life, and it too changes as crucial epochs in history emerge. Certainly, we at the present time are in the midst of the emergence of a crucial epoch and, as usual, reading instruction reflects our progress, our concerns, and our intuitive insights. In the midst of this emerging epoch, opportunities for improvement are at

their apex. There are many events which are now etching their future designs on our world society, designs which we can capitalize upon in improving reading instruction. Some have immediate implications; for others we must await further developments.

I should like to mention a few possible events, influences, and trends which may serve as promising agents of change in improving reading, globally, in the Seventies.

CONCERNS FOR THE UNDERNOURISHED AS THEY MAY AFFECT READING

One of our world-wide concerns thrown into bold relief with this emerging epoch, is a new solicitude for poverty people - poor people living in city slums, in the developing countries, in overpopulated or barren sections of older nations. As one facet of this concern, hunger has been investigated, including the malnutrition of children. Resultingly, some facts have been revealed which are significant to us in the teaching of reading.

All would agree that intelligence and reading ability have a high correlation. Many studies have shown the effects of inadequate nourishment of the mother during pregnancy as a factor affecting the child's intelligence.

Scarr (24) sums the results of these studies up when she says, "From the day a poor child is conceived by his poorly nourished mother, he is probably unequal. His growth is likely to be slower; he is more likely to be assaulted by infections and prenatal complications, and he is all too likely to be born in a premature state, which exposes him to enormous risks of brain damage."

Innumerable researches (2) indicate the association of premature birth weight and decreased intelligence. A quotation from Dr. Hardy's study (11) is representative:

"One of the greatest risks of premature birth is at a weight below four and a half pounds. It has been firmly established that low birth weight is associated with decreased intellectual performance in later childhood."

Protein it seems is especially important to the developing brains of young children during their childhood days. Because protein foods are expensive probably the poor have lower protein diets than advisable for their optimal growth. Several recent studies (3) made in Mexico, Guatemala and the United States show that there is a correlation between low protein intake and intellectual development and general dullness in the learning capacity of young children.

An extremely interesting study is under way at present in regard to the effect on a child of lack of protein in a mother's diet during pregnancy. Dr. Bacon F. Chow of John Hopkins University in the United States has found in his experiments that pregnant rats who do not get an adequate diet of suitable protein, give birth to abnormal rat pups. The pups show inability to learn as young rats or adults. Dr. Chow has now started a control experiment with human beings in 14 villages on an Island of Taiwan where the people essentially have a non-protein diet. Some of the pregnant women in these villages will be fed a supplementary diet rich in proteins, the control group will also be given a supplemental diet but one that is poor in proteins. The children of these two groups of mothers will be checked over a period of three to five years to ascertain the effects of a protein-rich diet on the physical and intellectual

development of their children. It is thought that the results will show marked learning improvement for the protein groups.

No doubt if all of the children in the world and their mothers had all of the food that they need including an adequate supply of protein and other dietary essentials, our problem cases in teaching reading would be decreased tremendously. Our rapidly increasing sensitiveness to the food problems of the poor the world over is promising. A great deal is already being done about this. We are doing many things in our country. I am sure you are doing many things in each of your country. I am sure you are doing many things in each of your countries. Anything that you can do in addition, to get your church, club, city, district, or government to do more will be effort well placed, and all the time you will be indirectly improving reading ability and ability in all other branches of instruction.

Within your own school you can do a great deal in advising parents concerning their children's diet, and in talking informally about it to pre-school and early primary children.

In addition Dr. Havinghurst (14) suggests that in schools particularly for the disadvantaged emphasis be put "on the study of nutrition at two levels of the school, the third - or fourth - grade level, with simple and clear rules about diet, and the ninth - or tenth - grade levels, with science-based information about nutrition."

BIOCHEMISTRY OFFERS PROMISE FOR IMPROVING LEARNING AND MEMORY

Regardless of race, nationality or location, we all have some children who have difficulty in learning to read. Possibly, later on in

the Seventies, in certain cases, where learning is slow or memory is weak, the teacher can give a pill to a remedial reading case to improve his ability, rather than spending long weary hours drilling him on phonics.

As a part of the recent spurt of scientific activity, investigators have been experimenting in the field of biochemistry to see if drugs could be found which would improve memory and learning.

Nicholas Plotinkoff, of Abbott Laboratories in Chicago, has tested a drug named cylert on rats and discovered that it increased their learning capacity up to five times that of untreated rats and this learning was permanent. James McGaugh, at the University of California at Irvine, has experimented in giving memory-enhancing drugs to rats. He found that a treated rat remembered getting out of a maze better than an untreated rat. Several other studies of this type have been conducted.

Other investigators have attempted to transfer learning by injecting fluid or material from the brains of trained animals into the brains of untrained ones. The results suggest that learning can be transferred in this way but many scientists are doubtful about this.

However, in the light of fast moving developments, drugs for improving learning and memory do seem to have promise of offering valuable help to normal learners as well as to slow learners and the mentally retarded. In the future they might be of assistance to certain students in each of these classifications who are having difficulty in learning to read.

Dr. Kresch (16) of University of California at Los Angeles half-jokingly says: "Both the biochemist and the teacher of the future will combine their skills and insights for the educational and intellectual development of the child. Tommy needs a bit more of an immediate memory

stimulator; Jack could do with a chemical attention-span stretcher; Rachel needs an antichlorine-esterase to slow down her mental processes; Joan, some puromycin -- she remembers too many details, and gets lost."

As for the challenge of the new drugs I will again quote from Dr. Kresch (16):

"To be sure, all our data thus far has come from the brains of rodents. But is anyone so certain that the chemistry of the brain of a rat (which, after all, is a fairly complex mammal) is so different from that of the brain of a human being, that he dare neglect this challenge--or even gamble--when the stakes are so high?"

THE READINESS CONCEPT: NEED FOR REVISION

For many years the teaching of reading to very young children-- 2, 3, 4 year olds-- has in general been considered an undesirable practice. In Scotland and West Australia I understand reading instruction begins at five. However in East Australia, West Germany, France, the United States and England (generally), six years chronologically or six - and - a - half - years - mentally, has been the accepted age. In the Scandinavian Countries - Norway, Sweden, Finland and Denmark - and in Russia reading is not introduced until the age of seven and sometimes, later.

In the United States at the present time a strong new trend is emerging which threatens to upset the whole set of traditional readiness assumptions. I don't know to what extent this new philosophy has taken hold in several other countries at this time because I couldn't read the literature in other languages. I found a few evidencesof it coming from England.

Two references quoted from the English Journal titled Educational Research are as follows:

Lynn (17) describes a number of children with Chronological Ages of less than 3 and mental ages less than 3½ successfully identifying words and letters. He concludes from cited sources and his own evidence that learning of words can readily be accomplished at a mental age of 2½ to 3½ years, and probably earlier.

Sanderson (23) reviewed the literature on the subject; agreed with Lynn and concluded that there was a need for a revision of the whole concept of reading readiness.

In the United States excitement in teaching reading to two-, three-, four-, and five-year-olds was first aroused by books such as DOMAN'S HOW TO TEACH YOUR BABY TO READ (6) in which he said that two years was the best time to start; and Pine's book titled REVOLUTION IN LEARNING (21) in which she says "From birth to six, children can learn more - and more rapidly, than at any other time in their lives, ... we are wasting the capacities of millions of children by failing to stimulate them intellectually during their earliest years."

In the Sixties, U.S.A. investigators began conducting studies in regard to early reading. Among the resulting investigations were the important longitudinal studies by Durkin (7) with children who read before coming to school. In following these children through the grades she reported that even after six years of school instruction the early readers, on the whole, maintained their lead in achievement.

Another interesting result: previous to Durkin's studies it was thought by many that early reading would be harmful to the young child's eyes, that it would develop in him a distaste for reading, and that it would result in emotional difficulties. None of these effects resulted from the early reading of the subjects in Durkin's studies.

The books (6), (21) and studies (7) that I have mentioned and many similar ones together with numerous personal accounts of young children who were reading early appear to be causing many people in U.S.A., to break away from the time-honored rule which states that we must wait until a child is six or six-and-a-half mentally before teaching him to read. I assure you not all for this is a controversial matter, but some are now accepting a philosophy which includes younger children. Large numbers of parents are teaching their young children to read in their homes, reading is taught in some nursery schools, and recently it is being quite commonly taught in kindergartens.

All of this has happened in U.S.A. pretty much spontaneously and without working out any fundamental guide lines. The time is ripe for a complete re-examination and re-working of the reading-readiness concept. It would be of advantage to our present troubled society if some children were taught to read early. The child who is curious about reading, who asks what words are at two-and-a-half should not be deprived of the information he seeks. On the other hand irreparable damage might be done in an attempt to teach reading to some other two-and-a-half-year-old children. We need to recognize a much wider range of readinesses levels for reading extending perhaps from two years to eight with different readiness tests for different levels of maturity; and with materials designed to develop weak skills and abilities in the readiness complex wherever we find them. Certainly we should no longer consider any one chronological age or any one mental age, as the age to begin reading. Ripeness for reading should be a matter of individual qualifications.

We could make a very great contribution if we might have international cooperation in the Seventies in revising the whole concept of reading

readiness and in developing a new program of readiness tests and materials.

METHODS IN THE SEVENTIES - WHICH ONE?

The big moment for the improvement of reading instruction in this century began with the flight of Sputnik. All the world was now challenged with the supremacy of technology. This event was the spark which touched off a technological and informational explosion that has resulted in the greatest period of activity the world has ever known. Education has shared in this activity and reading has been included.

One result of stepped-up activity in education was an outcropping of many new approaches to beginning reading. Authors and publishers hoped that their respective products would enable children to read better in a shorter time.

For generations of time, the world-over; two basic methods had been used for beginning reading, either the global method or the synthetic method in some one of its respective variations. And the material of instruction had been a set of basal of readers. Now a whole galaxy of new methods and materials issued forth: the linguistic approach, programmed instruction, language experience method, words in color, initial teaching alphabet, and several others. Will some of these newer methods and materials replace the two basic methods of past world-wide usage during the 70's? Will we settle down to some one or two favorite new methods in the immediate years ahead?

In seeking clues to answer this question let us turn to research.

First I would like to mention a cooperative study funded by the U.S. Office of Education in which investigators used the newer methods in various combinations with basal readers in first grade in 27 different

locations in our country. During the first year of this series of studies, data was compiled from the 27 individual projects in which different methods and materials had been used including Basal, Basal plus phonics, i.t.a., Linguistic, Language Experience and Phonic/Linguistic (1) methods.

Following the first year of experimentation 13 of the 27 projects were continued for another year to assess the relative effectiveness of these programs after two years of instruction (8).

The results of the first grade study indicated that code-emphasis reading programs tended to produce better overall achievement for beginners than did meaning-emphasis programs. The results of the second year study indicated the same thing, that early and relatively intensive teaching of sound-symbol correspondences appeared to be highly related to reading achievement at the end of second grade, also. This was true of programs labeled i.t.a., linguistic, and phonic-linguistic.

However, when the third grade was reached we find a different situation. Six of the investigators (9), (12), (22), (25), (27), (13), of the original 27 projects followed their pupils through the third grade. These projects included basal readers, i.t.a., linguistic readers, diacritically marked readers, supplemental phonics, and phonic/linguistic readers. According to this projection of the Cooperative Studies into the third grade, the Code-emphasis in beginning reading did not show superiority over other methods. There was no consistent advantage for any of the methods studied when pupils were followed through to the end of the third grade.

We find similar conclusions resulting from studies conducted in other countries.

Morris (19) made a follow-up study in England of 98 "poor readers". She found a slight difference in favor of phonic methods at end of infant school, the first three years; the next three years, was somewhat greater for those whose introduction to reading had been the whole word method. The differences were not significant.

She concluded "The teachers competence, the children's intelligence, the classroom facilities were factors found to be more important influences on later reading success than the method used in the initial phases of reading instruction."

Muller (20) conducted a study to compare synthetic, whole word and sentence methods using a sample of 587 second grade pupils in Wiesbaden and Frankfurt, Germany. He found that the synthetic method was superior to the sentence method at the end of the second year. However, at the end of the fourth year there were no significant differences between the three groups.

And so it is that research supports the contention that in the long run the teacher, the children, the school, and other general factors of this type are more important than the method or the material.

Before leaving this topic I would like to call your attention to a very recent book published by the University of London Press, Ltd. It is titled READING - WHICH APPROACH? by Vera Southgate (26) and Goeffrey R. Roberts. This book sets up criteria for assessing reading approaches, then examines nine current approaches in terms of these criteria. It's purpose is to enable the teacher to select "one or more approaches which are particularly appropriate to her own beliefs and the needs of the children concerned." In my opinion the goal expressed in Miss Southgate's book is a very worthy one.

To answer the question I posed in regard to which method in the 70's, I would like to say that research and philosophy at the present time would lead us to believe that many different methods will be used in the Seventies and that many different ones should be used to the learning styles of children, the teaching styles of teachers, and the school and environmental influence under which they are working.

READING AND TECHNOLOGY IN THE SEVENTIES

Now to discuss a revolution in teaching reading that over-shadows all others that I have discussed so far and one that may have far-reaching effects before the close of the 1970 decade - the technological revolution. Many people are predicting that in the future all learning will be administered by technological devices and that we shall have no further use for books. I'm sure this will not happen by 1980, and personally, I doubt if it will ever happen at all.

Our initial use of technology came several years ago when we began to experiment in teaching reading by radio and TV. I recall reading early accounts of the use of radio in teaching children in the outback of Australia, in a certain part of India, and on a remote Indian reservation in the United States.

As for TV, you heard about the widespread present use of this medium in one of your section meetings. The most recent and spectacular program in the United States was SESAME STREET. A preschool national public program produced primarily as reading readiness preparation for disadvantaged nursery school children. The research, development and current operation cost was $8,000,000.00. It ran hourly each weekday morning for a 26-week pilot run, then was repeated in its entirety

each week-day afternoon, then re-runs on Saturdays. Because of the beauty of its coloring, animation of its characters, etc., it received high praise from many. On the other hand many specialists in early childhood education criticized it severely. They preferred that these young children be made acquainted with real life rather than with the artificiality of movieland fiction.

Other than the Sesame experiment, in U.S.A., television is used very often at present in teaching speed reading by the lecture method, although it does have other uses.

I ran across two interesting experiments in regard to teaching reading by TV to backward readers in Scotland and Ireland. Chovil (4) writes of an experiment with third and fourth-year backward readers in Scotland and Northern Ireland. Margaret M. Clark (5) reports an experiment with similar age groups in the Glasgow area. Both programs were shown on British Broadcasting Corporation School television. The TV lesson in each case consisted of preparation for reading a section of a story in the reader - showing pictures of characters, presenting vocabulary, etc. Both experimenters concluded that the presentations were very beneficial.

The talking typewriter is receiving considerable attention in U.S.A. The typewriter, itself, looks like an ordinary typewriter with a large keyboard. Above the typewriter there is a screen for visual presentation and also a microphone. There is a recorder inside the machine which is computer-controlled. Both audio and visual responses are made through the use of slides and tapes.

The talking-typewriter is under experimentation in several public schools in U.S.A., where it is being used in teaching nursery school children, and older remedial students. For directed teaching the machine is programmed with co-ordinated visual and audio instructions. For example:

when the letter A appears on display and is sounded by the speaker, the child can depress the A key only. None of the other keys will work for him. If the speaker asks the child to spell cat he can depress only the correct letters in the correct order. None of the other letters on the key-board will respond to his touch.

Reports from nursery schools using the typewriter indicate that children learn to recognize the letters and their sounds and in some cases they can type out short stories dictated to them. Teachers report substantial gains in remedial classes, also.

I shall mention the electronic teaching machine next as falling within the automated category, and used in teaching reading. (I shall not be discussing the tachistoscopes, rate controllers, accelerators, and other devices which we have commonly been calling "machines.") There are several brands of electronic teaching machines which have recently appeared in U.S.A. All of them are vastly different from the original teaching machines with which B.F. Skinner stirred up excitement in the 1950's. The present electronic teaching machines used in U.S.A., look something like a television screen in an open-face box with accompanying equipment consisting of an audio-visual system conveyed by the screen and speaker. Some have earphones and a typewriter.

Materials used in the machines vary. Some companies prepare their own materials, some use commercial materials, some use a combination of their own materials and commercial materials.

A teaching machine called the Dorsett Machine was first used in a highly innovative situation in a town in U.S.A., called Texarkana, and this situation set a rather startling new trend in teaching remedial reading individually - that of a school contracting with industry to do the job.

Texarkana contracted with Dorsett Educational System to remove math and reading deficiencies of 150-400 7th and 12th grade students at least one grade level. They receive $80.00 for each full grade level achieved within a given time. More if more than a grade level was achieved, less if less than a grade level was achieved. They were paid on a sliding scale. They used their own teaching machines and materials, their own trained teachers and paraprofessionals. The school did not participate in the instruction. The students were sent out of the school to a center prepared by the industry.

This was the first trial-run of industry taking over remedial reading, paid on a commercial basis for results. Others are following. Our Office of Economic Opportunity in Washington is funding 16 school systems to enter into contracts next year with 6 different commercial companies to teach reading to children who are far below grade standards. Personally, I can't at this moment quite accept this type of arrangement as a whole-sale solution to our remedial reading problems, and I wonder how permanent the results of these high-pressure courses will be as children work on with their school subjects week after week, month after month as time passes by. Well, we'll have to wait and see.

Now a word about the computer, the wizard of all automated devices.

The computer it seems is the most favored of the automatic inventions for instruction. I suspect that computers are used in the universities of many of your countries for instructional purposes. As one example I will mention the University of Edinburgh where experimentation with Computer Programming has been in progress for six years.(18). This university has just been given a grant for the study of computer-aided

instruction with young children. This instruction, I suspect, will almost surely include reading.

Much experimentation in teaching children with computers has been conducted in the United States. While a single computer is very expensive, we are beginning to see practical possibilities, as we have noted that one computer might teach children over an area of several thousand miles in a large country, or several thousand acres in a large city. For example: recently students in eastern Kentucky had daily drill in elementary mathematics under the direction of a computer in Stanford, California, over 2,000 miles away.

Some 2,450 elementary school pupils in New York City were able to pick up their telephones at home and perform a drill in arithmetic. Most of these pupils lived in poverty areas. They received the drill from the Board of Education's midtown computer center, and answered by pressing buttons on a touch stone telephone hooked into the home phone.

I have given two examples of the use of the computer in teaching math. The computer is also under experimentation in U.S.A., in teaching reading.

I will describe how the computer is being used to teach reading to beginners at East Palo Alto, California.

There are sixteen terminals from the one computer which serve each of sixteen children. Each child works at the end of his particular terminal. While all children work simultaneously, each one may be working on different material and progressing at his own rate.

The child has an opportunity to make three different kinds of responses: he may make a response on the picture screen with a light-projection pen, on the typewriter, or he may make an oral response.

As for results, strong claims are made of high achievement with the use of the computer. Personally, I feel quite sure that good results could be obtained with the computer or any of these automated devices in recognizing whole words, phonic elements, prefixes and suffixes, and in literal comprehension. But I question the competency of these devices for teaching interpretation and critical reading. Socratic dialogue and mental interaction of human beings are necessary in teaching deeper meanings in reading. I believe that we shall always need a skillful teacher to stimulate and guide the thinking processes in reading.

THE FUNCTION OF READING IN A TROUBLED WORLD SOCIETY

We are living in a troubled society. The problems which face our world are many: warring nations, poverty, pollution of air and water, depletion of our environment, population explosion and others. These problems cannot be solved now, or in the future by those who are in a state of ignorance. They can be solved only by an intelligent world citizenship, and reading is basic to such a citizenship. Information, knowledge, tolerance, understanding, sympathy--all will be necessary in meeting the challenge of the Seventies. These qualities will spring into action spontaneously, if we keep ever before us a vision of the contribution which reading has to make in solving the problems of this troubled world.

I find it heartening to read some words penned by Sir Oliver Wendell Holmes, Jr., just before World War I. His premonitions at that time were so accurate that his message is even more appropriate now than it was on the day that he wrote it. Holmes (1) wrote:

"If I am right it will be a slow business for our people to reach rational views, assuming that we are allowed to work peaceably to that end. But as I grow older I grow calm. If I feel what are perhaps an old man's apprehensions, that competition from new races will cut deeper than working men's disputes and will test whether we can hang together and fight; if I fear that we are running through the world's resources at a pace that we cannot keep, I do not lose my hopes. I do not pin my dreams for the future to my country or even to my race. I think it probable that civilization somehow will last as long as I care to look ahead. I think it is not improbable that man, like the grub that prepares a chamber for the winged thing it has never seen but is to be--that man may have cosmic destinies that he does not understand. And so beyond the vision of battling races and an impoverished earth, I catch a dreaming glimpse of peace.

"The other day my dream was pictured to my mind. It was evening, I was walking homeward on Pennsylvania Avenue near the Treasury, and as I looked beyond Sherman's Statue to the west the sky was aflame with streaks of crimson and scarlet from a setting sun. And, like the note of downfall in Vagner's opera, below the sky line there came from little globes the pallid discord of the electric lights. And I thought to myself the Gotterdammerung will end, and from those globes clustered like evil eggs will come the new masters of the sky. It is like the time in which we live. But then I remembered the faith that I partly have expressed, faith in a universe not measured by our fears, a universe that has thought and more than thought inside of it, and as I gazed, after the sunset and above the electric lights there were the stars."

I trust that we, like Oliver Wendell Holmes, can look "beyond the vision of battling races and an impoverished earth" and that we too can "catch a dreaming glimpse of peace." And I hope that we can hold this

glimpse before us continuously as we teach reading. The past is prologue. Time passes inexorably, but the future remains for us to shape. Let's lift the veil and envision the tremendous service that reading has to render, in helping peoples the world over to enjoy the fruits of living, together during the remainder of this decade, and in all of the decades to come. And let's share this vision with those to whom we are teaching, the precious skill of reading. If we do this, both we and they, will be able to look above the crimson and scarlet streaks of sunset, beyond the globes clustered like evil eggs--and there we, too, shall see the stars.

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